

INDIANA SCIENCE ACADEMY

LEARNING IS FOR EVERYONE

JUNIOR HIGH SCHOOL

CHARTER SCHOOL PROPOSAL

CROSSROADS EDUCATIONAL SERVICES, INC.

3901 W 86th Street, Suite 333
Indianapolis, INDIANA 46268

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INTRODUCTION

Description of Founding Group

The Crossroads Educational Services, Inc. (CES) was founded by three individuals, who are Vedat Akgun, Ph.D., Turgay Faki and Osman Arslan. Three more individuals joined the founders of CES and formed the founding group of the Indiana Science Academy. Those individuals are Kevin Miller, Travis Ryan and Ali Korkmaz. Resumes and memos for those individuals were submitted in the leadership information package. We summarize each person's experience, qualifications and relevant affiliations below.

Vedat Akgun has a Ph.D. in Industrial Engineering with specialization in Operations Research. He has a very strong engineering and technical background, and has a very good understanding of how a challenging science, math and technology education should be. He has a strong work discipline, organized study and excellent communication skills. He participated in founding of two other charter schools in Ohio. He wants to bring his experience in building a very successful charter school in Indiana with Crossroads Educational Services, Inc. He also brings to the founding group his experiences as an instructor, teaching assistant and tutor from University at Buffalo.

Turgay Faki is a businessman with an engineering degree in Civil Engineering. He worked in the textile industry in the past. Currently, He has a custom home building company. He dedicated his life in education and believes in quality education for everyone. He participated in the board of very large schools in the past. He is also one of the founders and Board of Directors of American Turkish Association of Indiana (ATA-IN, www.ata-in.org). He is the head of education subcommittee of the ATA-IN. He brings a lot of experience in education and He is fully dedicated to support Indiana Science Academy financially.

Kevin Miller comes into this founding group with extensive experience and training in working with nonprofit organizations. He is currently a Master of Public Affairs Candidate with the School of Public and Environmental Affairs at Indiana University, Bloomington, Indiana, where his focus of study is nonprofit management. Furthermore, he comes to the board as a former Board of Director from a nongovernmental organization in Kazakhstan known as the Rose Caplan Anglo-American English School (RCS). He helped form and register the RCS as a nongovernmental organization with the government of Kazakhstan. Before he left Kazakhstan, he worked with the Executive Director of the RCS in the management of the school. He brings much of this valuable experience to the ISA, which should prove beneficial in the efforts to form a charter school in Indianapolis. He also brings his experiences as a teacher and tutor from his past work with the US Peace Corps and various nonprofit organizations in the Seattle, Washington area.

Ali Korkmaz has extensive practical and research experience in education. He has been working as a teacher, guiding pre-service teachers in their teaching and observing them as a researcher. He has been looking for the answers for the best teaching methodologies and techniques in instruction. He has been working on his Ph.D. in Instructional Systems Technology, Indiana University- Bloomington, where his focus area is how to integrate technology in K-12 settings. He has initiated and participated in several projects where he saw lots of achievements in students, teachers, parents and the community.

Travis Ryan has a degree in Computer Technology and learned all the components of a computer system such as networks, database, and programming. He has experience in troubleshooting the problems in the computer systems and business processes of small and large companies. He was able to learn from these companies what mistakes not to make to be a successful organization. Currently, he does web development. He works with leading edge web development programming languages and tools constructing complex web applications. His technical background would assist the Indiana Science Academy in achieving the level of excellent education. His professional business background would allow him to make well-informed business decisions as a founding member of ISA.

Osman Arslan was involved in different levels of teaching from tutoring secondary school students to teaching collage students. He had the opportunity to serve in an Education Club for tutoring financially disabled students. He has the experience in the basics of education like motivating students, parent education and involvement, after school activities, testing techniques as well as in the management like finding financial support and recruiting teachers. He is currently pursuing his Ph.D. degree in Electrical Engineering at the Purdue University. His strong engineering background will be helpful for the organization of Indiana Science Academy.

Founding members will participate in different phases of opening the school collectively. Some specific assignments are given in the tentative timetable. ISA will recruit additional board members from the academia. Crossroads Educational Services, Inc will also assign a business manager for ISA.

Community Partnerships

Indiana Science Academy (ISA) will prepare and foster an atmosphere in which community and parents' perspectives and input are expected. We plan to do the following to introduce us to the community and get support:

- Make presentations in libraries, churches and different community centers to explain the mission of our school.
- Inform local newspapers, radio and television stations.
- Visit different shopping centers and stores and inform the customers and ask their support.
- Contact local universities, companies and research centers to form partnership for projects, field trips, seminars, etc.
- Visit the local fire department, police stations, and health departments and invite them to school in order to give lectures to students about their duties.
- ISA will also invite community members and parents to the school in order to share their input with the students about a career, or a country that they have visited.
- ISA will ask the community to help set up an internship or a community service opportunity for students at their business or organization.
- ISA will also ask the community or parents to be volunteers for field trips with teachers or a group of students.

VISION

The goal of Indiana Science Academy (ISA) is to fully prepare students to carry the torch of knowledge, freedom, and prosperity that are passed from generation to generation in this great country. ISA is to be a small, structured school, with 525 students attending at full enrollment in grades 6-12. It shall deliver a rigorous and innovative educational program integrating the following themes:

- **Curricula:** The core curriculum will provide students with a rigorous academic program in the areas of mathematics, science, and technology. The school will have high expectations of all students, and develop and monitor individual plans for them.
- **Attitudes:** Reinforcement of productive attitudes toward work, community, school, friends, and self; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school and community; and the capacity to appreciate the opportunities life affords.
- **Individual attention:** The importance and abilities of each individual student will be a focal point at all times. Each and every student at ISA will be regarded as a unique, valued and vital member of the school community;
- **Participation:** Community service will perpetuate constructive participation by students, parents, staff, and citizens in the life of the school and the community and directly carry the school experience into the real world, through higher education, work, family, and community and civic affairs;
- **Reform and accountability:** At ISA, education reform is the initiating and guiding principle, with excellence, as a standard as well as the goal the school must achieve to remain in business. Accountability will be clear: just as business must adapt itself to new technologies, new demands from its consumers, and the invention of new or the obsolescence of old products to thrive, so must education.

Priorities and policy discussions will focus on the students. Teachers will lead in every sector. Parents and students will be expected to volunteer their time, and will participate from the beginning in programs and policy development, including a dress code, code of conduct, cultivation of a healthy and respectful atmosphere in the school, and selection of exploration programs.

ISA is committed to modeling new ways of returning tax and private dollars to the classroom by keeping overhead costs at a minimal level so that at least three-fourth of total expenditures will be at the classroom level. ISA will address social issues such as drugs, violence, and health at an age appropriate level, through the prism of community service learning techniques.

Mission

ISA will work as an environment for learning not only for its students but also for their parents and teachers as well. Recognizing that educational success will be realized only when the essential underlying triad of student-parent-teacher is in harmony, ISA will strive to create a partnership among this triad that will provide our youth with the support necessary to reach their highest potential – intellectually, socially, emotionally and

physically. A commitment to continuous growth will be expected of all the people and programs at ISA. Students, parents and teachers of ISA will all be developing their knowledge and skills to complement each other for their common goal. The mission of ISA can be summarized in a single sentence:

The mission of Indiana Science Academy is to provide an environment of learning and continuous growth with a rigorous math, science and technology curricula for students, parents and teachers to reach their highest potential – intellectually, socially, emotionally and physically.

Because of the nature of its mission, Indiana Science Academy does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Need

We would like to quote excerpts from the foreword of The Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century by John Glenn, Commission Chairman:

“First, at the daybreak of this new century and millennium, the Commission is convinced that the future well-being of our nation and people depends not just on how well we educate our children generally, but on how well we educate them in mathematics and science specifically.

From mathematics and the sciences will come the products, services, standard of living, and economic and military security that will sustain us at home and around the world. From them will come the technological creativity American companies need to compete effectively in the global marketplace. “Globalization” has occurred. Economic theories of a few years ago are now a reality. Goods, services, ideas, communication, businesses, industries, finance, investment, and jobs—the good jobs—are increasingly the competitive currency of the inter-national marketplace.”

“It is abundantly clear from the evidence already at hand that we are not doing the job that we should do—or can do—in teaching our children to understand and use ideas from these fields. Our children are falling behind; they are simply not “world-class learners” when it comes to mathematics and science.

The Third International Mathematics and Science Study (TIMSS) tested the students of 41 nations. Children in the United States were among the leaders in the fourth-grade assessment, but by high school graduation they were almost last. Here at home, the National Assessment of Educational Progress basically substantiates our students’ poor performance.

In short, our children are losing the ability to respond not just to the challenges already presented by the 21st century but to its potential as well. We are failing to capture the interest of our youth for scientific and mathematical ideas. We are not instructing them to the level of competence they will need to live their lives and work at their jobs productively. Perhaps worst of all, we are not challenging their imaginations deeply enough.”

As a response to the above report and similar other observations, We, founding board of Indiana Science Academy dream to initiate a junior high school with an emphasis on rigorous science, mathematics and technology teaching because we would like our youth to have a strong background in both mathematics and science before starting college. We believe that preparing competent students with the knowledge of math, science and technology knowledge at early years starting at middle school will result in a high proportion of achievements not only in middle school but also in high school and in students' future educational or career life.

The following are the highlights of an educational program that will help ISA achieve its goal:

- **For Students:** A rigorous math, science and technology curricula, science projects and fairs, preparation for and active participation in International Science Olympiads as well as national contests, communication and leadership skill development programs, cooperation with area universities are the key elements of ISA's student centered educational program. Individual attention in the form of one-on-one tutoring, intensive counseling and individualized goals is the key to motivating our students.
- **For Parents:** Seminars, panels and training sessions by professionals for effective parenting and leadership will be a part of ISA's educational program. In addition, meetings for reviewing student performance, goal achievement and educational development will bring together parents, teachers and administrators regularly.
- **For Teachers:** Through branch development groups the teachers of ISA will be able to stay current with the advances in their subject matter and the school will develop a high standard of teaching that is independent of individuals. Branch development group will increase teacher effectiveness so that they can engage and motivate students to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary.

Some of these elements are discussed in more detail below.

Participation in International Science Olympiads

Since adolescents thrive in an environment of diversity, we strive to create a diverse learning environment. Diversity is not only a motivating factor, but also is an essential element in a well-rounded education. It also serves as a key to success in our diverse American society, our institutions of higher learning, and our inter-connected global economy. Multi-cultural aspects are integrated into our curricula not just through geography and foreign language, but also within each of our subject areas. In addition, our students are encouraged to make additional contact with other cultures by participating in our student exchange programs and academic Olympiads.

Selection of Staff Members

The development of healthy attitudes and values are integral to a student's success in the classroom and in the community. These attitudes are instilled most effectively through adult role models. Besides being crucial to implementation of the mission of ISA, staff provides the most immediate role models for our students. Staff are thus meticulously selected and trained, then held to the highest standards of conduct.

The Role of The Board of Directors

It is the responsibility of the Board of Directors, in alliance with the community, to guide the school – holding it true to its mission. To this end the Board of Directors will provide the school with the support, which will ensure optimal conditions for the achievement and continuing growth and development of each student.

Branch Groups

The teachers of each subject matter such as mathematics, science and reading form a branch group. Every branch group has a leader. The board of directors considers qualities such as experience, knowledge of the subject and leadership qualities to select a teacher as the group leader. The purpose of the branch groups is to build a high standard of teaching and classroom leadership independent of any individual. By establishing such a standard the school can ensure that all of its students are getting the best education possible in every branch of knowledge regardless of their particular teacher. The main motivation behind branch groups is the belief that the teacher plays the most crucial role in providing education to the student. The effectiveness of teachers translates into student interest and motivation. The benefits of the branch study groups include the following:

- Enables self-control for maintaining and improving quality.
- Facilitates sharing of knowledge and experiences of good and bad practices among peers. These practices include use of classroom equipment, computers and Internet.
- By attending conferences and workshops and disseminating this information to the group members the group leader enables members to follow the latest developments in education in their field.
- Enables teachers to renew and refresh their skills and knowledge through increased communication.
- Recording of discussion and presentations in the group enables the school to establish and improve high standards.

Branch groups meet weekly or bi-weekly after class hours. The group leader serves as the host of each session. The following is a typical agenda for a branch group session:

Review of past week's experiences.

1. Model presentations, experiments and sample lectures for the material to be taught the coming week.
2. Preparation/review of daily plans.
3. Determination of homework assignments.
4. Preparation of exams and establishment of evaluation criteria.
5. Evaluation of highly successful and highly unsuccessful students. Proposals for individual tutoring, special care and advanced tutoring for respective students.

Discussion of techniques, methods and resources are to be used for contest/Olympiad preparation, science projects and extra classes.

The importance of motivation in education is undisputed. We believe that branch groups fulfill an important need by making teachers highly effective in delivering their educational material and hence keeping student interest and motivation high at all times.

Cooperation with Area Universities

Dialog and cooperation with the area universities is an important means of enhancing classroom experience at ISA. The students will get a chance to interview and observe professors and practicing scientists from subjects discussed in class. Audiovisual material will be used to enhance the learning experience. Class newsletters and bulletin boards will be used to display students' work. By these means

- The students will learn the applications of their subject material and better motivated towards learning the material.
- The knowledge that is gained in the class will be internalized and better retained.
- The students will be better prepared for real life applications of their knowledge and will feel more confident with their future.
- An interest towards science and higher learning will be aroused.

Parent Education

Parents of ISA students will be have a chance to participate in effective parenting and leadership programs offered by qualified professionals. These programs will be in the form of seminars, panels, and question and answer sessions.

Communication and Leadership Education for Students

The ability to effectively communicate knowledge and lead people is as important as gaining knowledge. Opportunities for future personal growth in jobs and higher learning are far superior for people with good communication and leadership skills. With this in mind, the educational program of ISA includes communication and leadership skill development programs geared specifically for secondary school students. Experienced professionals and educators will provide the essential skills in these areas to all students of ISA.

School Characteristics

The scheduling in ISA is 45 minutes class and 10 minutes break. In each class, every teacher will make a short review about the last class and motivate students for the new subject. The teachers will motivate the students by telling them historical events or scientists relating to the subject and explaining them the application of the subject in daily life and technology. Because we believe that every body can learn everything but motivation and time needed.

Math and Science classes are usually offered in the morning. Social studies, English, Art, Physical Education and Computer are designed through the day. Music is introduced within the framework of the science and mathematics. The reason why breaks are 10 minutes is that students are almost running between classes to be on time in class. After the class starts, students ask permission to go to restroom. Hence, they miss some parts of class. This also ruins teacher and other students' motivation. Moreover, when students come to class, they are tired and cannot listen to teacher.

We will also have exploratory and tutoring classes for every grade. In this class, we will help students to do their homework and explain the subjects, which they could not understand in class. By this way, we will improve students' success. Following table is a tentative class schedule during the week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:50	Science	Math	Science	Math	Science
9:00 – 9:50	Science	Math	Science	Math	Science
10:00 – 10:50	Music	Social Studies	Art	Art	Social Studies
11:00 – 11:50	Math	Physical Ed./ Health	Computer	Reading	Computer
11:50 – 12:20	Lunch Time				
12:20 – 1:10	English	English	Reading	Social Studies	English
1:20 – 2:10	English	English	Reading	Social Studies	English
2:20 – 3:10	Exploratory / Tutoring	Exploratory / Tutoring	Exploratory / Tutoring	Physical Ed./ Health	Exploratory / Tutoring
3:20 – 4:10	Exploratory / Tutoring	Exploratory / Tutoring	Exploratory / Tutoring	Physical Ed./ Health	Exploratory / Tutoring
4:10	Dismissal				

Classes will be dismissed at 2:10 on one day a week to provide time for faculty meetings, teacher planning and special studies such as Olympiad studies. Also, a number of times classes will be dismissed at 11:45 for professional development. These dismissed classes will be made up during entire weeks.

The school will follow the academic calendar of Indianapolis School District including emergency practices such as closing the schools due to weather conditions. Announcements of the Indianapolis School District will also apply to the students of ISA.

EDUCATIONAL SERVICES PROVIDED

Recognizing that educational success can be realized only when the student-teacher-parent triad is in harmony; the ISA intends a partnership among this triad that will enable our youth to reach their highest potential -intellectually, socially, emotionally, and physically.

The ISA believes that each child has an inherent curiosity and love of learning; and that each child has a unique intelligence, level of capability, and learning style. ISA has the responsibility to construct a program, which engages and motivates students to invest their talents, energy, and enthusiasm in completing their schoolwork in an exemplary manner.

Continuous improvement, persistent innovation, positive response to change, and a commitment to incessant growth are characteristics of Indiana Science Academy people and programs.

Educational Philosophy

The immediate goal of ISA is to prepare students for academic success in their further education, to enable students to keep open a broad spectrum of options for their future endeavors, and to prepare them to be responsible and productive citizens.

We believe that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential.

Education for Future Success

The school will focus on core knowledge and essential skills so that student may achieve the mastery upon which further learning will build. The ISA education program also includes comprehensive health and physical education. The core ISA grade-level outcomes meet Indiana's core curriculum standards and are defined in part by referring to existing national and international standards.

In the course of their studies, students in ISA are expected to develop and sharpen the skills necessary to formulate a question or define an issue. They will learn to find relevant information using appropriate tools and to evaluate it through critical thinking and quantitative analysis, based on which they will solve problems and make decisions. And they will be able to organize and present their work both orally and in written or graphic form.

ISA will strive to lead every student to these accomplishments, which are essential to future success in school and at work, to the responsibilities of citizenship, and to the satisfactions of a cultivated mind.

Excellence and Equity in Education

Interest in rigorous early education crosses all demographic boundaries. ISA will seek a diverse student body and offer those students both excellence and equity in education. The school's strong academic program will reduce achievement gaps by eliminating an important cause – the insufficient mastery of basic knowledge and skills required for further academic achievement. ISA will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background.

ISA will be responsible for meeting the educational needs of its students without parents resorting to outside tutoring provided parents/guardians support the school's mission by ensuring home study sessions and homework completion. Beyond its core program, ISA is dedicated to challenging and stimulating every child.

Choice in Education

ISA's third main goal is to provide a real choice among education opportunities for students, parents, and teachers. The availability of choice is an important element in educational accountability that promotes higher standards throughout the system. Those students whose families prefer a rigorous early education may choose ISA, while remaining free to return to the regular public schools in the district of their residence if they become dissatisfied. This mechanism puts emphasis on the needs of the students, and helps to ensure that these needs are met in either regular public schools or ISA. The accountability that choice encourages will also help maintain strong public support for public education as a whole.

By meeting its objectives, ISA will provide children with a positive educational and social experience in a structured, challenging, yet nurturing environment. It will be a community in which students, teachers, and parents are jointly aware of and committed to the mission and goals of the school.

Academic Standards

Curriculum at the ISA will be built on the Indiana standards and additional standards that meet or exceed the Indiana standards may be adopted if necessary. In general, ISA will pursue the following pupil outcome goals:

1. Students will demonstrate a proficiency in reading and writing.
2. Students will demonstrate a mastery of designated outcome goals in the areas of English Literature, History, Math, Science, Art and a Foreign Language.
3. Students will demonstrate a mastery of specific leadership skills (e.g. Presentation skills, Meeting Facilitation, Action Plans, Conflict Resolution, Diversity Sensitivity, and Personal Leadership Qualities).
4. Students will demonstrate leadership capacity by planning and implementing significant service-learning projects in the school and their communities.
5. Students will demonstrate a proficiency in technology skills designated by the school community to be important for both lifelong learning and preparation for a technologically based workforce.

School Outcome Goals

ISA pursue the following school outcome goals:

1. The school will demonstrate progress in the aggregated results of the pupil outcomes listed above.
2. The school will demonstrate student improvement on standardized tests, and compare favorably with schools that have similar student populations (e.g., race, gender, and socioeconomic status).
3. The school will have a high student attendance rate.
4. The school will have a low student dropout rate.

Subject Matter Competencies

As indicated above, ISA expects its graduates to demonstrate a mastery of specific subject competencies. The following is a list of subject matter competencies that each graduate acquires. These competencies are based on state, national and international standards.

English Literature: In the area of English literature, students will be able to:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience.
- Obtain meanings from a variety of complex texts.
- Be well read as demonstrated by reading a variety of literary works representing different genres.
- Make informed interpretations of the purpose and meaning of literary works.
- Convey interpretations of personal experience gleaned from literature.
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles and contributions.
- Evaluate how the form and content of a literary work contributes to its message and impact.

History: In the area of History, students will be able to:

- Understand and apply civic, historical and geographical knowledge in order to become a citizen in a diverse world.
- Apply information, concepts and perspectives from the history of our nation and the history and development of other nations.
- Deliberate on public issues, which arise in a representative democracy.
- Use historical research to ask and answer questions about the past.
- Recognize that regions can be defined in cultural, physical or political terms.
- Accurately interpret and summarize information from maps, charts and graphs.
- Understand the building blocks of representative government.
- Understand the evolution of early civilizations and the development of new ideas, institutions and systems of thought.
- Recognize that events in the past inform the present.
- Understand the rich and varied achievements of diverse peoples.

Math: In Math, students will be able to:

- Construct mathematical models.
- Use a variety of problems solving strategies.
- Use advanced computing procedures.
- Understand and apply advanced properties of numbers.
- Understand and apply advanced methods of measurement.
- Understand and apply advanced concepts of geometry.
- Understand and apply advanced concepts of functions and algebra.
- Understand and apply advanced concepts of probability and statistics.

- Understand and apply advanced concepts of data analysis.

Science: In Science, students will be able to:

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems).
- Use the scientific method to ask and answer questions about the world.
- Understand essential ideas about the composition and structure of the universe and the motions of objects in it.
- Know basic earth, biological, physical and chemical concepts.
- Understand basic concepts of matter and energy motion and forces.

Arts: In the arts, students will be able to:

- Participate in artistic activities.
- Make informed interpretations of the purpose and meaning of artistic works.
- Convey interpretations of personal experiences in expressive forms.
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values experiences struggles and contributions.
- Explain how the form and content of an artistic work contributes to its message and impact.
- Explain the role of the artist in providing service to the community and world.

Foreign Language: In the area of communicating in a foreign language, students will be able to:

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language.
- Understand and appreciate the culture underlying a foreign language.

Technology and computer: In the area of technology, students will be able to:

- Use technology to increase learning
- Understand and use current word processing systems
- Understand and use current spreadsheet software
- Understand and use current database software
- Understand and use current presentation software
- Understand the uses of a networked system and the Internet
- Understand how technology can be of service to the community.

Specific Objectives

1. The school incorporates an integrated curricula organized around global themes to ensure that each student will acquire and apply core concepts and principles from

math, science, technology, social studies, language arts, communication, creative arts, vocational, and practical living skills to situations similar to what they will experience in life.

2. Each student will gain an understanding of his/her individual learning style and intelligence. Then he/she will develop strategies to adapt these to different situations/tasks. Each student will develop life-long learning skills including self-assessment, goal-setting, critical thinking, information processing, problem solving, effective communication, collaboration and cooperation, self-discipline, and creative expression.
3. All work at ISA will be undertaken in a manner that supports, embraces, and demonstrates the effectiveness and efficiency of participatory and developmental leadership and coalition building.
4. ISA will promote the importance to the community of conveying to youth a sense of purpose, belonging, and to foster an understanding of the influence these factors can play in the growth and development of these students.

Curriculum

Students will be provided with a positive learning experience so that they will be able to realize some degree of success in academic pursuits. They will be provided with opportunities to expand their mental and physical abilities in wholesome, socially accepted activities. Students and teachers consider themselves partners in the students' educational program, where there will be mutual respect and support. ISA believes that addressing students' successes and failures are equally important for the students' growth. Thought and expression develop out of experience. Learning should nurture a sense of caring for other people and the environment. Learning should be fun.

The thematic approach will be used as basis for planning a five-or six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, group members brainstorm a variety of core activities across the curriculum. Students then examine these activities, and choose several to complete, based on time constraints, group and individual interest, availability of camp and community resources and general compatibility with the school program. The group then sets a schedule of completion with input from program, education and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work will be an essential part of the therapy that will take places in the residential program, so it will become a natural part of instructional opportunities as well.

Goal setting is another strategy that crosses academic and therapeutic boundaries. Students are expected to set long-term and short-term goals for every aspect of their life. Goals will be evaluated for every activity throughout the day, including education. Goals are expected to be realistic and measurable.

Individualized instruction is one of the most important instructional strategies of ISA will be provided to students all the time they need. It is accommodated in the group setting because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his/her needs.

By using a multi-sensory approach to learning students will be provided opportunities to learn through audio, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Role modeling: teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction: a learner-centered and self-directed learning experience that will be designed for individuals or for small teams in ISA. Learning teams will be randomly scheduled so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation: a learning process that involves students as participants in role-playing presentations and/or problem solving games imitating real-life situations or workplace environments will be used as an instructional strategies.

Demonstrations: showing practical applications of theory, product, or equipment to be performed by teacher, guest, or student.

Multiple Intelligence: there are many forms of intelligence; many ways by which we know, understand, and learn about the world. Seven attributes of intelligence have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, intrapersonal, and interpersonal.

The following areas are those ISA will use to challenge the students' various intelligence.

1. **Visual/Spatial:** charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, symbols.
2. **Verbal/Linguistic:** stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, read aloud, drama.
3. **Bodily Kinesthetic:** field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, drama.
4. **Logical/Mathematical:** problem solving, coding, geometry, measuring, classifying, predicting, logic games, data collecting, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, critical thinking.
5. **Musical/Rhythmic:** singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, playing instruments.
6. **Intrapersonal:** individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.

7. **Interpersonal:** co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study group, clubs, brainstorming.

Two sample lessons to demonstrate how the school's educational philosophy and mission play out in the classroom are given below. First one is the 8th grade Algebra and the second one is the first English class in the high school program.

Algebra I

The eighth grade Algebra program represents an extension of the work most of the students did in the seventh grade. The pedagogy and instruction is basically the same. The students will learn the material by analyzing and studying statements, illustrations, and example. Topics in eighth grade Mathematics support the topics covered in the eighth grade science class. The scope and sequence of the eighth grade program are as follows:

- Review of pre-algebra concepts,
- Solving a full range of first degree and literal equations,
- Operations with polynomials,
- Factoring polynomials,
- Inequalities,
- Analytic geometry,
- A study of simultaneous equations,
- A study of functions,
- Rational expressions,
- Quadratic equations

Performance objectives are

- Use patterns and keys on the calculator to extend the concept of inverse operations.
- Use invented and conventional symbols to explain a function relation.
- Explore the right triangle relations, sine, cosine, and tangent.
- Explore and describe in words simple and complex patterns in the environment.
- Select appropriate notation and methods for symbolizing the problem statement and the solution process.
- Extend the application of previously learned strategies to a wide variety of problems.
- Use elementary notions of probability.
- Explore the role of sampling and collecting data in making a statistical argument.

English 1

This course focuses on basic grammar, reading and composition skills. Students will further develop reading comprehension and read novels of their choice for enjoyment through a reading workshop. This course also aims to establish a solid foundation in grammar, usage, library skills, types or literature, discussion, composition, and oral presentation. Students also study vocabulary and learn to identify and use the parts of the sentence and different phrases. The writing program includes personal, imaginative, and analytical assignments.

Performance Objectives (Reading):

1. Students will demonstrate an integrated understanding of language and elements of fiction, as evidenced in part by the capacity to
 - Read uncommon, low-frequency words,
 - State possible themes in theme-appropriate language,
 - Recall details and sequences of time and places,
 - Analyze statements based on fact and on inference,
 - Summarize the text,
 - Determine most probable outcomes and cause-and-effect relationships,
 - Identify structural elements of literature (e.g., plot, theme, character, setting),
 - Identify literary devices, such as simile, metaphor, pun, alliteration, and personification.
2. The student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve by responding to items, as evidenced in part by the capacity to
 - Use the context or glossary to identify the meaning of unfamiliar or multiple meaning words,
 - Identify an implied thesis,
 - Identify statements based on fact,
 - Predict what type of information is likely to be included in material, then confirm through reading text,
 - Trace details that support the main idea,
 - Identify the apparent purpose of the selection,
 - Summarize the text,
 - Analyze the author's attitude toward a topic, including possible biases,
 - Compare and contrast facts,
 - Recognize and interpret organizational patterns of writing (e.g. cause and effect, time order, comparison and contrast, simple listing).
3. The student will identify, locate, and use information from libraries and other sources, as evidenced in part by the capacity to
 - Recognize bias,
 - Select and use appropriate reference sources and illustrative materials examples of reference sources/illustrative materials: individual, encyclopedia, almanac, atlas, newspaper, complex schedule, and *Readers' Guide to Periodical Literature* examples of skills/processes: read charts, tables, diagrams, graphs, and maps; identify alternative/additional reference sources for a specific topic.

4. Students will respond to a variety of texts, including complete works, by generating interpretations, which rely on background knowledge and literary elements to determine responses.
5. Students will demonstrate the use of different reading strategies (e.g. rereading, skimming).

Performance Objectives (Writing):

1. Students will generate writing, appropriate to varied audiences and purposes, that
 - Demonstrates competency in grammar, mechanics, and spelling,
 - Demonstrates functional knowledge of organizational skills and strategies,
 - Conveys meaning.
2. Students will generate writing, which contains ordered related, well-developed ideas.
3. Students will demonstrate use of the writing process in developing writing, as evidenced in part by the capacity to
 - Select from a repertoire of prewriting strategies to develop and organize ideas,
 - Reflect organizational pattern in draft,
 - Revise draft to focus on purpose and reader,
 - Edit draft,
 - Publish finished draft for intended audience.
4. Students will use specified criteria to select writings for a folder or portfolio.

Performance Objectives (Listening/Visual Literacy):

1. Students will demonstrate the ability to listen, to imagine, and to extend ideas in a presentation for enjoyment and emotional response (including appreciation for aesthetic, artistic, and dialectic richness).
2. Students will demonstrate the ability to listen to and evaluate a message without being swayed by the appearance or delivery of the speaker.
3. Students will demonstrate appropriate listening/viewing skills by listening to or viewing a variety of media and being able to
 - gather information from listening and viewing material which is to be used for reports, projects, oral presentations, etc.,
 - use technology and other media as a means of expressing ideas,
 - identify a particular author's style through listening to viewing a variety of works,
 - expand vocabulary through listening to/viewing-varied media.
4. Students will demonstrate the ability to identify nonverbal modes of communication, which promote or impede effective listening.

Performance Objectives (Oral Communication):

1. Students will demonstrate the ability to define style and explain the importance of style in oral language.
2. Students will demonstrate the ability to use organizational devices and provide continuity when speaking to make ideas easy for listeners to remember and understand.
3. Students will demonstrate the ability to plan and present an informative speech.
4. Students will demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to
 - select topics and vocabulary suitable to the audience,
 - organize notes and ideas for a variety of speaking situations,
 - communicate orally to entertain and inform,
 - use interviewing techniques to gather information,
 - participate in group communication activities,
 - give an oral interpretation for a specific audience.

Co-Curricular Activities

Math Club: Math Club is an after-school activity, which will use a variety of games designed to promote skills and thinking strategies. Students with high interest in math and related areas learn to make better use of their skills. Work will be directed toward local and national Math Club competitions. Especially math talented students and candidates of math Olympiads will take place in this club and students will be encouraged to join this club. Math talented students will help those who are poor at math. This will take place between the upper grades and the others.

Science Club: Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science. This club will organize small competitions and exhibits about science and increase the popularity of science in ISA. This club will take the most important place in the co-curricular life in ISA.

Computer Club: Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned. Projects will be developed around areas that the club members suggest. Possible areas of exploration will be Internet searching and Hyper Studio. The member of this club will introduce new developments in computer technology to other students.

Chess Club: The purpose of chess club is to give students the opportunity to practice the strategy of chess. Students will take turns pairing with other during each session. At the end of the year, there will be a contest to determine who is the champion chess player for that year. During the winter, there will be a district held at ISA.

Art Club: Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class. Students need not be registered in an art class to join. Students do fun art activities along with some community service.

Drama Club: Open to any student who wishes to develop acting skills. The group will meet regularly to listen to guest speakers on various aspects of acting as well as reading through plays, and work on character development and stage presence. The students will be able to express yourself in a variety of ways; in fact it is encouraged. They will build upon their existing flair for the dramatics and have a lot of fun in the process of culminating activity will be the performance of a short play, chosen by the students.

Family & Consumer Science Club: Fun, friends, food, crafts, community services. The students will use their creative skills to make projects for themselves, family, friends, or to 'serve' others in your community and school. Students will meet monthly. Fees will be charged for the cost of the materials for each project.

Soccer Club: Open to any student who is interested in soccer. This club will cooperate with drug prevention units by encouraging the students about sport activities. They will meet regularly and all skills will be encouraged to join this club.

Math Olympiad: There will be three-separated small math Olympiad inside the school; Math Counts (Grade 7 and 8), and Math Bowl (Grades 7-9) encourage students to develop interest in and enthusiasm for math and problem solving, and contribute to intellectual development. They will provide opportunities for math enrichment in addition to academic competition with students from other schools. The successful students will be chosen by these small competitions to study and join the other national and international Olympiads. There will be special, chosen Olympiad teams; they will study with their guide math teacher for Olympiads. ISA will provide them a suitable atmosphere to study well.

Science Olympiad: Science Olympiad is another important goal in ISA. It is aimed to join international science, biology and environmental Olympiads. That is why all science talented students will be encouraged to involve science Olympiads. There will be science teams who will study for Olympiads with a special guide teacher. Students will also compete with other public and private schools.

Student Council: An organization of student representatives whose main purpose is to make students' interests known while providing opportunities for leadership and service within the school and community. Students will be elected from their Primetime to form a general body. The entire school elects members of the Senate. Both groups will meet at regular periods.

Assessment

The principles of Total Quality Management provide a framework for analyzing and evaluating student performance. Rather than serving solely as a means to judge an end product, assessment of student performance will be an integral component of the learning process. Students will come to an understanding of assessment as a part of the process of continuous improvement.

Individual learning plans are the mechanism for implementing the core of the mission of ISA: that each and every student at the school be given ample opportunity to reach their highest potential, on a daily basis. Completing an examination or a term paper is not the focal point of the student's day. Teaching, learning, and assessing will be implemented in a manner that instills in students the belief that learning is continuous, that errors or

mistakes are not red marks on a paper signifying failure, but are check-in points to show the way toward continuous improvement. At ISA, failure is viewed as a natural part of life's learning processes, an inherent characteristic of constant growth and development. Each student will be challenged to reach to and then beyond what they believe themselves capable.

Performance tasks will be created to provide explicit information about students' ability to achieve selected content standards and life-long learning standards. Student performance will be evaluated through reference to scoring rubrics, which describe levels of performance. The performance tasks will be created by teachers and students within the following parameters: the task requires students to communicate results clearly, to collaborate with the teachers and students, as well as to work on their own; the task requires sufficient mastery of principles so that students are able to appropriately bring them to bear on large, multifaceted problems of real-life; and the tasks require students to construct new knowledge.

Students learn through the construction and completion of tasks as well as through utilizing rubrics designed for student self-assessment. Presentations and demonstrations by individuals and groups will be featured during scheduled parent/community visits. These presentations will reflect the varied modes of learning and expression of students. Self-assessment will also be conducted through the use of journal writing in response to probes of understanding (a question asked by the teacher to elicit assessment information for specific standards).

The pupil outcome goals will be part of a comprehensive evaluation plan utilizing traditional standardized tests, essays, surveys, oral presentations, community feedback, portfolios and exhibitions, and newly created performance indexes. Our assessment methods are based on the following beliefs:

1. In order to have a complete picture of a student's growth, different types of assessments must be used. Assessments for individual students should focus on a student's growth towards proficiency standard rather than comparing a student's performance against other students.
2. There should be a close relationship between a desired student outcome and the means used to assess it.
3. Assessing what students do with knowledge is as important as assessing what knowledge they have.
4. Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents.

Following table lists the assessment by subject levels.

SUBJECT MATTER	ASSESSMENT
English Literature	Varied writing assignments, portfolios, exhibitions, proficiency and standardized tests.
Social Sciences	Essays and multiple choice exams, portfolios, exhibitions, proficiency and standardized tests.
Mathematics	Projects, portfolios, exhibitions, proficiency and standardized tests.
Science	Projects, portfolios, exhibitions, proficiency and standardized tests.
Art	Portfolios, exhibitions, and art history exams.
Foreign Languages	Oral and written examinations, cultural performances and standardized tests.

Assessment Of Pupil Outcome Goals

Assessments of the pupil outcome goals listed in the section above include the following, in corresponding order:

1. Standardized tests at the State and nationwide level.
2. Writing on demand, essay exams, peer review, portfolios, exhibitions, oral presentations of reading, and standardized tests.
3. Essays, community surveys, journals, portfolios, and exhibitions.
4. Student report updating a listing of courses taken, a list of those not yet taken, and a schedule/plan for completion.

The subject matter assessments for this outcome goal are as in the table below:

PUPIL OUTCOME GOALS	ASSESSMENT
Proficiency in reading and writing	Varied writing assignments, portfolios, exhibition, proficiency and standardized tests
Mastery of designated goals in English, History, Math, Science, Art, and Foreign Language	Essays, exams, standardized tests, portfolios, exhibitions, lab practical, proficiency test and oral examinations.
Mastery of specific leadership skills designated by school community (e.g. presentation, meting facilitation, conflict resolution, diversity, sensitivity, and knowledge)	Essays, surveys, journals, portfolios, exhibitions, and performance examinations.
Technology and Computer	Portfolios, exhibitions, and projects.

Assessment Of School Outcome Goals

Assessments of the school outcome goals listed in the section above include the following, in corresponding order:

1. Compare ISA Standardized test scores to state's standardized test scores.
2. Aggregate progress on the individual pupil outcomes, and chart progress over time.
3. Compare ISA standardized test scores to standardized test scores for comparable schools.
4. Compile annual ISA attendance records and compare to Indianapolis School District attendance statistics.
5. Compile ISA dropout records and compare to Indianapolis School District attendance statistics.

ISA will develop a School Performance Index with the assistance of the school community, other charter schools and research universities. The comparison will include data from progress on leadership and other school standards; standardized tests such as International Baccalaureate, Advance Placement, SAT and ACT results; community service activities; school-to-work initiatives; and other measures of student performance such as competitions, Olympiads and college and career placements. To the extent possible, this School Performance Index should compare ISA to schools that have similar student populations (e.g. race, gender, and socioeconomic status).

Student Performance Objectives:

Students will be prepared for college through proficiency of key subjects in a core curriculum, which is defined as mathematics, science, and English.

Expectations:

- 100 percent of students are expected to meet both annual and exit objectives in core subjects, determined in an individual education plan.

Strategies:

- Use of quality core curricula in addition to Indiana standards such as University of Michigan's Connected Mathematics Project.
- Special classes after school will offer students additional preparation for the standardized nationwide.

Progress Indicators:

- Annual increase in number of students meeting expectations according to standardized tests results and performance based measures.
- The number of students who take the ACT/SATs each year and go to colleges.

Measurement Tools:

- Pre and post Iowa tests for all students in addition to Indiana standards .
- Surveys will be sent to graduates who reach college asking them to rate their preparation.

Student Non-academic Performance Objectives

All students will learn citizenship through taking responsibility and working in teams.

Expectations:

- 75% of students will become academic prefects during their years in this school.
- 100% of students will become non-academic prefects during their years in the school.

Strategies:

- Students will study in teams headed by an academic prefect who will provide academic leadership.
- Student government will include specific training in citizenship.

Progress Indicators:

- Yearly increase in the percent of students becoming academic and non-academic prefects.
- 10% annual increase in number of students engaged in student government.

Measurement Tools:

- Students will earn Life Points, which will show progress by each student in citizenship.
- Annual student survey on aspects of citizenship and responsibility.

Family Involvement

Parental involvement can be categorized into five groups:

- Basic obligations of parents, such as providing for their children's health and safety and creating a home environment that supports learning.
- Basic obligations of schools; such as communicating with parents about school programs and their children's progress.
- Parental involvement at the school site, for example, by attending sports events or student performances or by working as volunteers.
- Parental involvement in learning activities at home.
- Parental involvement in school governance and advocacy.

In ISA, all five types of family involvement will be addressed wherever appropriate. For example, ISA will provide meetings, seminars and educational activities for parents in order to assist the obligations in the second type mentioned above.

To develop parental involvement and make it as productive as possible, a variety of strategies will be considered. These strategies can be classified as policy, organizational, personnel, teacher-specific, and parent-specific.

The parents, guardians or mentors of each student attending ISA will be asked to sign the ISA Family Contract, which helps incite awareness about the importance of the Family-Student-ISA triangle for the success of the education.

Parents as Educators project will be put into work. The goal of this project is to help parents enhance their children's learning at home. Whenever possible the following techniques will be utilized:

- Ask parents to read to their children regularly or listen to the children read aloud.
- Lend books, workbooks, and other materials to parents.
- Ask parents to take their children to the public library. (Provide the necessary information about how to get there, how to get a library card, and so forth needed.)
- Ask parents to get their children to describe (in detail, daily) what they did in school.
- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and discuss it afterward.
- Suggest ways for parents to include their children in any of their own educationally enriching activities. (These could be as commonplace as shopping for groceries, working on the car, taking care of the house, making minor repairs, working in the yard/garden, tending animals, and so forth.)
- Suggest (and demonstrate in person whenever possible) games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings.
- Suggest (and demonstrate) how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects.
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
- Establish a formal agreement by which parents provide rewards or penalties (or both) based on children's school performance and behavior.
- Ask parents to come and observe the class, not help.
- Give a questionnaire to parents, so that they can provide feedback about their children's progress.
- Explain certain techniques for teaching, making learning materials, or correcting mistakes appropriately.
- Ask parents to sign homework to ensure its completion.
- Ask parents to provide spelling practice, math drills, or other practice.

To avoid assignments being used as useless attachments to current duties, faculty will be assigned to work closely with parents using one-on-one settings and group activities. Working with parents in this way will be the responsibility of each faculty member. The principal and/or school board will supervise these activities.

If concrete actions are taken on the part of school personnel, the school can be a place where parents can expect a warm environment. The following actions will be taken to improve the effective communication and partnerships with parents:

- Publish a clear policy welcoming parental involvement, publicize it, and post it in the school buildings in an obvious place for all to see.
- Organize the staff, so that at least one person knows each student well- how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing, and so forth.
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.
- Hire a full-time parent contact person whose job is to help parents understand how they can help their kids learn at home and understand the school structure. The parent contact person should also talk to teachers about parent's concerns and make home visits.
- Set up a parent room in the school building. Equip it with comfortable places to sit, a telephone, books about school age-children and what they need, and access to a copying machine. Some schools have even included a kitchen, a laundry room, sewing machine, computer and typewriter.
- Ensure that parents and school staff work together to determine parents' needs and provide necessary services. Sometimes Parents will need things that do not seem directly related to their children's education, such as help in understanding the immigration laws or in getting their electricity turned back on.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed.

Teachers must allow parents to be intimately involved in their children's education. This requires an understanding, on the teacher's part, of what it is like to be a parent. Teachers will hold seminars and meetings to achieve this. To build trust with parents, strategies specific for each will be used. This will help involve parents in their child's education, from academics to development of a healthy self- esteem to. Strategies to be used include:

- Accept parents as they are and do not try to induce fundamental changes. Trying to change parents in some basic way communicates that something is wrong with them.
- Listen carefully and with empathy for the cognitive and emotional content of the parents' message.
- Help parents feel comfortable and share information and resources when permissible.
- Focus on the parents' hopes, aspirations, concerns, and needs. Attending parents' concerns communicates caring.
- Keep promises.
- Be there when needed even if it creates inconvenience.

At ISA we believe that involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home. This is why we talk about specific behavior and organizational skills rather than traditional parents' day, or teacher parents' conferences. Traditional participation options will certainly be offered such as volunteer hours for school tasks, teacher meetings and conferences on specific needs of parents.

The Rules of the Conduct and Discipline Code

It is the mission of the ISA to provide a reliable, safe and healthy educational environment having high standards of teaching that will lead to academic excellence.

The rules of the conduct and discipline code will not violate constitutionally protected rights and will be clearly described. The students and parents and/or guardians should understand that the academy will enforce the rules of the code and that unacceptable behaviors will not be tolerated and will be treated according to the code.

This code is an important part of the education at ISA. Through these rules, the academy aims to help the students gain virtues such as honesty, peace, compassion, leadership, respect for others and cooperation. The ISA believes that the most effective teaching tool is example and therefore the staff and faculty will demonstrate the character quality being taught.

Students will obey all additional rules established by the School administration and the School reserves the right to make necessary changes in the code.

Attendance

The success of ISA's educational program is based on the daily presence of the students and requires continuity of instruction and classroom participation. In addition, the regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the guidance of a competent teacher are vital to the success of the educational program. For these reasons, the administration, faculty and staff of ISA will frequently talk about the importance of students being in class and on time.

Students will be attending the academy every school day and will be ready at the beginning of each class period. A student must be in attendance for at least 90% of the days a class is offered during a semester in order to be given credit for that course. Total absences including excused and unexcused absences can be at most 10 days. For each day after 10 day, Saturday school will be required for the student to complete the missed schoolwork with a designated teacher. Saturday school will be a paid for program and transportation will not be provided.

Promoting and fostering consistent student attendance requires a commitment from the administrators, teachers, parents, and students. No single individual or group can successfully accomplish this task. Members of ISA's professional staff will do all they can to encourage and support student attendance. This ranges from creating a pleasant and safe

physical environment to providing meaningful learning experiences and opportunities in every class. In addition, professional staff will

- keep accurate attendance records to excused and unexcused absences,
- require an admit slip from a student returning from an absence and follow through appropriately if the student does not have one,
- incorporate defined, daily participation as part of the teaching/learning process for each grading period, and
- require accountability for students to complete work they missed while absent including homework, projects, quizzes, tests, and other assignments.

We ask that you, as a student, do all you can do to attend school every day. If you have any problems with attendance, please talk with a teacher or administrator about them.

Absences And Tardiness

ISA recognizes two kinds of absences and tardiness: excused and unexcused. Please read through the definitions of each carefully so that you understand what you and your parents' or guardians' responsibilities are. Also, you need to be very aware of your responsibilities regarding homework, quizzes, and tests when you have an excused absence and the consequences for unexcused absences.

Excused Absences

ISA accepts only the following as excusable reasons for absence from school. Parents or guardians must notify the school any morning their child is not attending. The excuse shall be submitted to the attendance office and filed as part of the student's school record. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

Unexpected Absences

- **Personal Illness:** Your parent or guardian must call the school each morning you are home ill. When you return to school, you must bring an explanatory note from your parent or guardian. The school may require a doctor's confirmation.
- **Illness in the Family:** Your parent or guardian must call the office to explain the situation and estimated time of absence. When you return to school, you must bring an explanatory note from your parent or guardian.
- **Quarantine of the Home:** Your parent or guardian must call the office to explain the situation and estimated time of absence. When you return to school, you must bring an explanatory note from your parent or guardian. Such an absence is limited to the length of the quarantine as fixed by the proper health officials.
- **Death of a Relative:** Your parent or guardian must call the office to explain the situation and estimated time of absence. When you return to school, you must bring an explanatory note from your parent or guardian.

Anticipated or Planned Absences

- **Observance of Religious Holidays:** Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief. You must bring a note from your parent or guardian to the office before the day(s) of the absence. You must bring a note to the office the day you return.

- **Professional Appointments:** We encourage parents to schedule medical, dental, legal, and other necessary appointments outside school hours whenever possible. If this is not possible, you must bring a note to the office the day of the absence stating clearly the time you are to be dismissed. In addition, the following rules shall apply to this kind of dismissal during the school day: (1) Parents must come to the office to pick you up. (2) You and your parent must sign you out of school; when you return to school, you must sign in. You must return to school when finished provided school is still in session.
- **Family Vacations:** Students are permitted to go on vacation during the school year without penalty except for the last week of each semester when final exams are being taken. The purpose of this administrative guideline is to accommodate parents and guardians who must take their vacations during the school year because of company (industry) policies and their desire to enjoy that time as a family. The following rules shall apply to this kind of absence: (1) whenever a proposed absence-for-vacation is requested, your parents must discuss it with the principal. (2) the length of the absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence. You should talk with each teacher and get approximate assignments and materials.

Make-up Work for Excused Absences

An absence from school, even for several days, does not excuse you from responsibilities in the classroom on the day you return. If you have an excused absence, you will be given the same number of days that you were absent to make up missed work.

To be eligible for make-up work, you must show each teacher the “excused absence slip.” On the day you return to school, it is your responsibility to find out what work is required and when the work needs to be completed.

If you are absent for school-related reasons or for an anticipated or planned absence, make arrangements with your teacher(s) for assignments prior to your absence. For students with excused absences, make-up tests will be scheduled at a time designated by the teacher. It is the students’ responsibility to take the test at that time. If you fail to do this, the teacher is **not** obligated to set another time for the make-up. If you fail to make up a test without making other arrangements, the teacher may decide not to give you the test.

Unexcused Absences

An unexcused absence does become part of a student’s school record. You will be marked for an unexcused absence if you

- fail to bring a written note within two school days following an absence,
- leave school without signing out of school at the office,
- are absent from class without permission - including walking out of class,
- are absent from school without parental permission,
- get a pass to go to a certain place but do not report there, and/or
- are absent for reasons not acceptable to the administration.

Make-up Work for Unexcused Absences

If you have an unexcused absence, your grade(s) in a class or classes will be affected in one of these ways.

- You may not make up work following an unexcused absence.
- Unexcused absence may result in an "F" or "zero" for the day in each class missed.

- Teachers are not obligated to allow you to make up quizzes or tests.

Truancy

Truancy means that a student is not excused and absent from his or her assigned location without the knowledge of a parent. ISA shall consider any student truant if he/she is inexcusably absent from his/her assigned location without the knowledge of a parent.

Truancy shows a deliberate disregard for the educational program and is considered a serious matter that will have immediate consequences. If you are truant,

- No credit will be recorded for work you missed as result of truancy.
- A record of the truancy will be entered into your record file.
- A conference with your parents will be held.

Habitual Truancy

ISA will consider a student a "habitual truant" when, in spite of warnings and/or his/her parent's efforts to ensure attendance, he/she has accumulated during a semester ten (10) total excused or unexcused days.

Tardiness

Tardiness to school and to class – whether the result of oversleeping, missing the bus, car problems, baby-sitting, athletic workouts, socializing or lingering in the halls - is unacceptable.

Excused Tardiness

You must have your parent or guardian call the office and write an explanatory note if you arrive late to school. Report to the office when you arrive. If you fail to do this, you will receive an unexcused tardy.

Unexcused Tardiness

If you arrive at school late but without a note, report to the office to check in. You will get a "late slip" for admittance to class. You will have two days to bring in a note to change this to an *excused* tardy.

Class Tardiness

If you are late between classes, report directly to your next class. You must make up missed time with the teacher.

Early Dismissal of Students from School

Because ISA is very concerned about your safety and well-being, early dismissal from school is an important issue. In all instances of early dismissal, the following precautions will be taken to insure students' safety.

- The principal may release you before the end of a school day only upon presentation of a written or face-to-face (no telephone call) request from your parent or guardian or for emergency reasons.
- You may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.
- You may be released "on his/her own" only with verified parental permission.

- No staff member shall permit or cause you to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of your parents or guardian.
- You will not be released from school to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

School Conduct

Students will not interfere with the educational process. Students shall maintain appropriate behavior at all times and follow all rules of conduct and discipline within the school.

Academic Honesty

Students are expected to be honest and will not cheat. Students will sign the following honor pledge on all tests, quizzes and major project. "On my honor, I pledge that I have neither given nor received help on this assignment".

Respect for Property

Students will show respect for school property and the property of others.

Respect for People

Students will show respect to one another. Students will refrain from causing or threatening harm or personal injury to others, creating disturbances and harassing others on or off school property.

Students will show respect for persons in authority. Disobeying a person in authority will constitute defiance and will not be tolerated.

Language

Students will refrain from using abusive language at school or school-sponsored activities.

Dress and Personal Appearance

Dress and personal appearance of the students will be clean, neat and modest. Inappropriate physical display of affection is prohibited on school premises or school sponsored activities.

Welfare and Safety

Students will not carry, bring, use or possess weapons, instruments or dangerous objects that may be detrimental to the welfare or safety of students or school personnel.

Personal Items

Students will not carry, bring, use or possess any pager or cellular phone.

Health

Students will not carry, bring, use, possess, sell or trade alcohol, tobacco, illegal drugs, or other controlled substances on school property at school sponsored activities or on school vehicles. Students will not come to the school or school-sponsored activities or will not be on school vehicles after having consumed alcohol or illegal drugs.

As far as students' rights are concerned, students may express their beliefs, providing they do not disturb fellow students. Students may express their beliefs during classroom discussion and in the context of appropriate class assignments. School officials may allow religious songs and symbols if they are presented in a prudent and objective manner and only as part of the cultural and religious heritage of the holiday. School officials may teach the religious significance of a holiday as long as it is presented objectively as part of a secular program of education.

Consequence of Possible Misbehavior

The administrator will determine the consequence of any unacceptable student behavior. The parent/guardian will receive notice of student's discipline problems and the consequence administered for any infraction resulting in disciplinary action that will be filed on the student's personal record shall be maintained at the academy. The consequence may be one of the following according to the seriousness of the misbehavior:

- Staff warning,
- Notification of parent/guardian and conference with parent/guardian,
- In school suspension
- Out of school suspension
- Option to withdraw
- Recommendation for expulsion

Due Process

All students at ISA are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the Unacceptable Student Behaviors listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at ISA have the right to feel that they are physically, emotionally, and intellectually safe. Therefore, if at any time a student feels he/she is the subject of harassment, hazing, threats, or other intimidating behavior, he/she should immediately speak to an administrator about the problem. The situation will be investigated immediately. All reports like this will be kept completely confidential.

Similarly, if a student is concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, he/she should immediately speak to an administrator about the problem. The situation will be investigated immediately. All reports like this will be kept completely confidential.

Detentions

Detention will be held on each day after school for 45 minutes. Students will have at least one (1) day's notice that they must serve a detention in order to make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted for this.

In-School Suspension (ISS)

Students who are assigned to ISS for any portion of the school day are not allowed to participate in extra-curricular activities the same day. They must have materials with them when they arrive to the ISS room at the beginning of the day. Students must bring their lunches to school the day(s) assigned to ISS. Students entitled to free or reduced lunch may obtain a cafeteria lunch by informing the 6th period ISS supervisor. Students are to remain quiet and in their seats. They are to communicate with the ISS supervisor only.

Suspension

The Principal will give notice of suspension and the reasons for the suspension to the student in writing after hearing the issues involved in a situation. If you are suspended, you will not have any opportunity to make up work that you missed during the suspension.

You and your parent/guardian may appeal a suspension within one (1) school day of the suspension being issued. This appeal will be made to the Principal and heard by a disciplinary board made up of three (3) teachers. You may not attend classes until the appeal is heard, but you will be able to turn in work for the classes you miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings will be held within two (2) school days of the appeal being made. The decision of this disciplinary board is final.

Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the principal after hearing about the events involved in a situation.

You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Superintendent and heard by a disciplinary board made up of three (3) teachers. You may not attend classes until the appeal is heard, but you will be able to turn in work for the classes you miss while waiting for the appeal and receive credit for that work. All disciplinary board hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of this disciplinary board is final.

Special Student Populations

Bilingual, at risk and disabled students

ISA is planned to support and enhance the social and emotional functioning of all its students, as well as their academic growth. It will provide a large learning environment that promotes a strong sense of self and community fosters positive relationships among peers and staff, practices effective communication and peaceful conflict resolution. Its small size will allow for personal relationships between students, staff, administration, and families, ensuring that no student ever 'falls between the cracks'.

The staff will assess each student when they enter school to determine his or her particular learning style, academic strengths and weaknesses. The staff will also conduct a student and parent interview. They will review records from previous schools, along with any relevant evaluations such as speech. From this information, they will develop a Personal

Education Plan. The Personal Education Plan will be reviewed with the parent(s), student, and Principal, and will include specific learning and social/emotional goals for each student that correlates with the Core Curriculum Standards established at each grade level. The staff, parent/sponsor, and student will review the Personal Education Plan at least three times a year.

When a student is identified 'at risk' of not completing their education based on factors such as poor school performance, poor attendance, behavioral difficulties, or economic or environmental disadvantage; they will be referred to a school pupil assistance committee. The pupil assistance committee will recommend additions to the student's Personal Education Plan that are specifically designed to provide appropriate interventions, such as but not limited to the following:

1. Tutoring.
2. Counseling.
3. Mentoring.
4. Apprenticeship programs.
5. Family outreach.

Family involvement is recognized as a crucial factor in school success. ISA will try to provide financial resources that will allow for creative, individualized approaches to meeting the needs of the at-risk population. A counselor will be available on a consulting basis to students and their families to provide appropriate services. Referrals to outside resources will be made on an as-needed basis to address more complex and difficult issues.

The Students with limited English Proficiency

When a student whose native language is other than English enrolls in the ISA, the staff or other qualified personnel will assess the student's English proficiency. The school will provide English Language Services to students identified as Limited English Proficiency in addition to their regular program. The English Language Services will be incorporated into the student's Personal Education Plan. The student's program will emphasize the development of reading, listening, speaking, and writing skills needed to function within the classroom. These goals will be achieved through the educational program described earlier that includes individual and group instruction, low pupil to teacher ratio, collaborative learning, multi-age groupings, and use of volunteers. Tutoring will be available to assist with homework as needed. Parents of Limited English Proficiency students will be actively encouraged to participate in the school and join their child in the classroom as a means of increasing the family's English proficiency.

Students with Disabilities

The learning environment of the ISA has been designed to meet a wide range of academic levels and variety of learning styles within the multi-age classroom setting. Low pupil to teacher ratio, individualized and group instruction, multi-sensory teaching approaches, an appreciation of multiple intelligence, and child-directed learning will be classroom features that will help students meet their academic potential in the least restrictive educational environment.

ISA plans to offer an inclusive and holistic approach to special education services. All classified students will receive support, remediation, modifications, and consultation services as designated within the multi-age classroom. A learning consultant will be available to provide consultation and immediate modifications to all students, not only classified students, as needed.

Ongoing assessment and review of the Personal Education Plan will identify specific areas of weakness for all students. These areas will be addressed through additional individual and group instruction, tutorials, parent/community volunteers, student interns, and peer teaching where appropriate.

Concerns with student progress will be brought to a pupil assistance committee. The committee will develop a sharing of ideas, teaching strategies and classroom modifications and strategies. Written documentation of recommended interventions and their effects will be recorded and shared with the parent/sponsor. If the pupil assistance committee agrees that all appropriate interventions and resources available in the school have been exhausted, the pupil assistance committee will refer the student for a comprehensive Child Study Team evaluation. The learning consultant serving as case manager for the school and its students will arrange for necessary evaluations either on a contract basis with the sending district or through private vendors. ISA is exploring the possibility of sharing Child Study Team services with other Charter Schools about the students with disabilities.

ISA shall comply with federal and state law that ensures that all students with disabilities will be provided with an appropriate education.

Gifted Students

The majority of gifted students may not receive any special educational services. Amazingly gifted children who receive no special educational services often perform lower on standardized tests than their non-gifted peers. In ISA a sliding schedule will provide for extra enrichment classes for talented students. Some electives will work as remedy according to the students' needs. ISA's mission statement promotes an education system, which enables 'all learners to develop their individual potential. For gifted students this requires opportunities to develop in ways, which may far exceed expected learning outcomes for their age.

All students are entitled to equal access to learning and achievement. We provide this access by placing exceptional students in the most enabling learning environment possible. In ISA, the followings will be adhered about the education of gifted students:

1. Emphasizing skills in critical thinking, problem solving, and inquiry.
2. Involving the student in selecting and planning field trips.
3. Planning and providing optional and voluntary enrichment activities.
4. Planning assignments and activities that challenge the students to the fullest of their abilities.
5. Providing in-class seminars for students to discuss topics and problems that they are pursuing individually or as members of learning team.
6. Providing independent and dyad learning opportunities.

7. Working with individual students in some planning of their own objectives and activities for learning.
8. Preparing them for local, national and international Olympiads and projects competition.

ORGANIZATIONAL VIABILITY & EFFECTIVENESS

Budget

Estimated five year budget is given in the Appendix 2. School revenues will come from state funding, state grants, federal grants, donations and consumable fees. Bank loans and personal loans may be used if necessary. The revenue and cost estimations are based on the experiences of the founding member's from previous involvement with schools including both charter and private schools.

Enrollment / Demand

In the first year, there will be grades 6, 7, 8 and 9. Starting the following year, one additional grade will be added every year from grades 6 to 12. Total number of students will steadily increase reaching 525 in four years. Afterwards, the number of newcomers will match the number of graduates.

YEAR	STUDENT ADDITION	GRADES	TOTAL
Year One	75 students for every grade	6,7, 8,9	300
Year Two	Additional 75 students for grade 6	6,7, 8, 9,10	375
Year Three	Additional 75 students for grade 6	6,7, 8,9, 10,11	450
Year Four	Additional 75 students for grade 6	6,7, 8, 9, 10, 11,12	525
Year Five & After	TOTAL	6,7, 8, 9, 10, 11,12	525

ISA shall be open to all students who are entitled to attend school from the city of Indianapolis. ISA will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance.

Criteria for admission to ISA is that students and their families be motivated to apply and to sign a Letter of Commitment to promote the mission of the school. However the school members have the responsibility to promote the school in a way that will instill a desire on the part of families to participate in the school and thus the student's education.

The Admissions Committee in the following steps will conduct the admissions process:

1. **Preparation for admissions process.** Upon receipt of the contract, the Admission Committee will meet to finalize informational documents and application forms;

2. **Information distribution.** Information about the ISA and the admissions process will be disseminated throughout the Indianapolis City School Districts via flyers, bulletins, media, mailings, and workshops at schools and other public institutions. This process will also include outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth advocates.
3. **Written applications.** Written applications will be submitted by each interested student and at least one adult (parent/sponsor), which include a birth certificate or other appropriate documentary evidence, court orders or placement papers if applicable including guardianship papers, adoption papers, etc., and proof of residency.
4. **Personal interviews.** All applicant families/sponsors will meet with members of the Admissions Committee to discuss matters crucial to the success of students, let them know the mission and all other aspects of the school.
5. **Letters of commitment.** Each applicant and the ISA Trustees will sign a letter of commitment setting forth their individual pledges of support for the applicant's education. Letters of commitment will be signed before completion of the application process.
6. **Lottery.** In the event that more new students apply than space allows, eligible students will be enrolled by a *lottery* system. All remaining eligible students will be placed on a *waiting list* and accepted as space becomes available. Students who decline to enroll when accepted will be deleted from the list and re-application will be necessary for future consideration. Students already enrolled in the school, and who meet the continuing enrollment standards, will be granted first available space.
7. **Notification.** Students will be notified of their initial enrollment status one-week after the lottery. Students whose names are drawn in the lottery must confirm their intention of enrolling within the time allotted in their notification of admission, which may be 10 days or less.
8. **Student records.** Students admitted and enrolled to ISA must notify their previously enrolled school and have their records transferred to ISA. Students transferring from another school district must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards will not be considered sufficient evidence for granting credits toward graduation.

Governance and Management

ISA will be governed by a Board of Directors whose ultimate responsibility is to uphold the mission of ISA by providing for the well being of the institution in the present as well as the future. The Board protects the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and physical plant. The Board must also identify, select, work with, support and evaluate ISA Principal, who is the professional educational leader of the school. The Board is also responsible to make ready ISA building before the

academic year. In order to undertake successfully all these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner.

Board of Directors

There shall be five members of the Board of Directors of ISA. Board members are nominated and elected on the basis of a firm commitment to the mission, goals and objectives of ISA, qualities of leadership, service, and expertise in a range of fields such as education, finance, human resources, administration and technology, which they bring to the school. They should unequivocally support the educational philosophy espoused in this document.

No Member represents a specific constituency. It is imperative that the Board of Directors makes its decisions for the present and future welfare of ISA as a whole, rather than in response to personal priorities or the wishes of vocal factions. No Member may speak for the Board on any issue until the Board in its entirety has decided that issue.

The terms of each member shall be at least one year. The organization meeting of the Board of Directors shall occur during the first fifteen days of January of each year. A quorum of the Board of Directors shall be three members. A majority of the quorum is required to enact business and resolutions. One of the members shall be selected as president, another vice-president and another secretary.

The secretary of the Board of Directors shall canvass the members no later than December 31st to establish the day of the January organizational meeting. Notice of meetings of the Board of Directors shall be mailed or delivered personally to each member at least 5 business days prior to the holding of such meeting, but shall not be required to state the purpose thereof.

The board shall give full and timely notice to the public of any regular meeting, special meeting, or work session at which the adoption of any proposed policy or formal action shall occur. Dates of regular meetings of the board shall be provided in annual announcements and made available in printed form to the news media and public. At a minimum, the board shall cause notice of regular and special meetings and work sessions to be posted at the designated public place no less than 24 hours prior to the meeting. This notice shall include the purpose of the meeting and, where possible, specific agenda information.

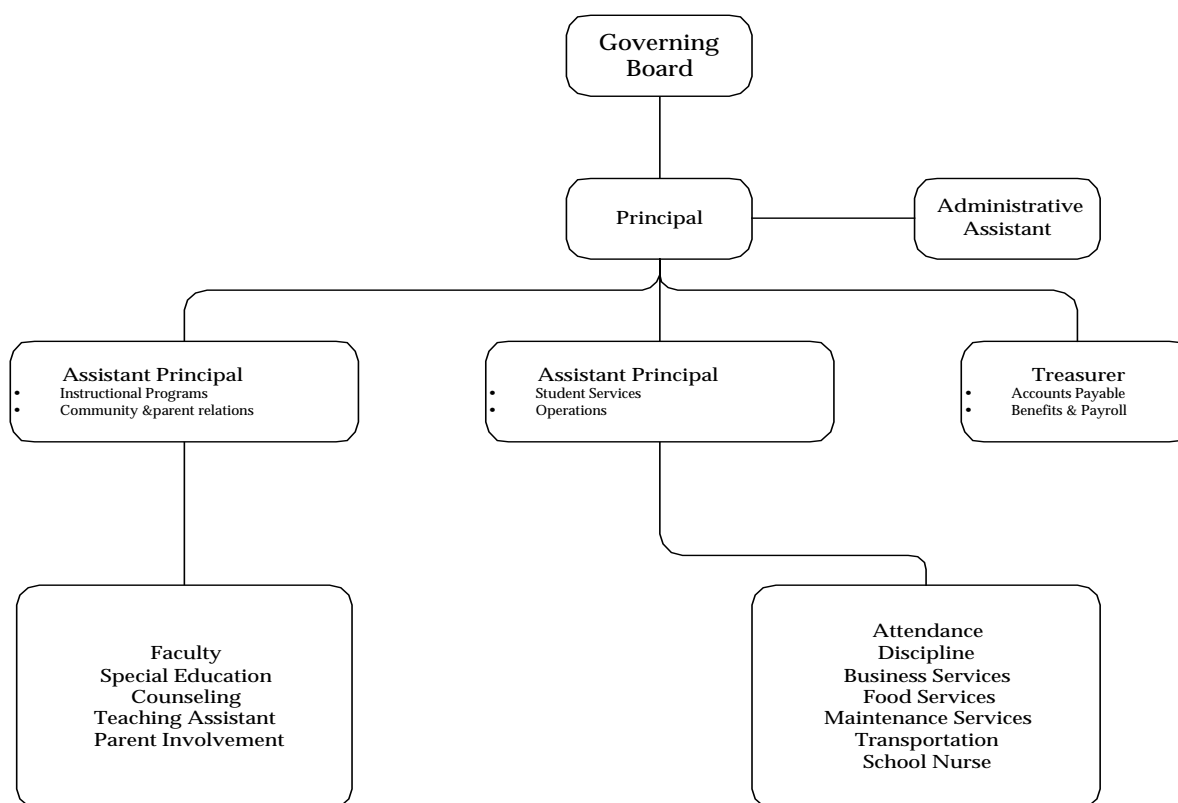
The Board of Directors may also establish an advisory council, honorary advisory board or such other auxiliary group it deems appropriate to advise and support ISA, but without establishing memberships or additional trustees.

A vacancy on the Board of Directors may be caused by death, resignation, and removal from office or absence from 3 or more consecutive meetings of the Board of Directors. If such absence is caused by reasons declared insufficient by a two-thirds vote of the remaining members of the Board, the Board at its next regular or special meeting shall fill any such vacancy. A majority vote of all the remaining members of the Board may fill any such vacancy.

Any individual member may be removed from office by the vote of a majority of the members present at a meeting of the Board of Directors called for the purpose of removing members, if quorum is present. The Board of Directors will be responsible for:

- The general policies of the school.
- Approving and monitoring of the school's annual budget.
- Receipt of funds for the operation of the School in accordance with the charter school laws.
- Solicitation and receipt of grants and donations consistent with the mission of the school.
- Hiring the ISA' Principal.
- Approving the school's personnel policies and monitoring the implementation of these policies by the Principal.
- Any other responsibilities provided for in the Articles of Incorporation, Bylaws or this charter necessary to ensure the proper operation of the school.
- Ensuring that the activities of the school are full in alignment with the mission of the school.
- Attending the meetings of the Board of Director's.

Structure of the governance is summarized in the chart below:



The Sub Committees

1. **ACADEMIC POLICY:** Review curriculum to ensure compliance with the mission of the school; recommend policy change to the Board of Directors where appropriate; and participate in the development of program development and evaluation.

2. **PERSONNEL:** Recommend job description to the Board of Directors; review Head of School recommendations for hiring and firing employees and make recommendations to the Board of Directors; and provide advice on personnel matters to the Board of Directors and the Head of School.
3. **COMMUNITY RELATIONS:** Seek out active involvement of community; act as liaison between Board, staff, parents, volunteers, town, and community to ensure smooth operation of the school; plan social events; and oversee a strong home-school communication program.
4. **FINANCE:** Prepare annual operating and capital budgets for approval by the Board of Directors; review monthly actual revenues and expenditures of the operating, capital, and enterprise activities and present same to the Board of Directors; prepare procedures to be performed by the audit sub-committee and review reports by this sub-committee for approval by the Board of Directors; and provide advice on financial matters to the Board of Directors and the Head of School.
5. **FACILITIES AND EQUIPMENT:** Determine space and equipment needs and costs associated therewith; negotiate lease; ensure compliance with all regulations; develop plans for any necessary renovations to site; monitor ongoing compliance with regulations; and oversee maintenance of building and equipment.

Human Resources

Stuff Structure

Following table summarizes the tentative stuff structure:

Staff	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year & Later
Principal	1	1	1	1	1
Assistant Principal	2	2	2	2	2
Full-time Teacher	15	18	22	25	27
Part-time Teacher	4	6	4	8	4
Full-time Counselor	-	-	1	1	1
Part-time Counselor	1	1	-	-	-
Full-time Special Education	-	-	1	1	1
Part-time Special Education	1	1	-	-	-
Full-time Nurse	-	-	1	1	1
Part-time Nurse	1	1	-	-	-
Full-time Secretary	2	2	2	2	2
Part-time Accountant	1	1	1	1	1
Part-time Maintenance	1	1	1	1	1
Part-time Kitchen Staff	1	1	1	1	1
Part-time Librarian	1	1	1	1	1
Full-time Comp Network Admin	-	-	1	1	1
Part-time Comp Network Admin	1	1	-	-	-
Security	1	1	1	1	1

Some of the staff member's qualifications and responsibilities are given below.

Principal

Qualifications: • 5 years of teaching and/or administration experience • strong organization and interpersonal skills • excellent communication skills • demonstrated management and leadership skills • shared vision to ISA' mission.

Responsibilities: The Principal of ISA is an integral member of the learning community comprised of students, staff and families. The Principal must support shared decision-making, promote collaborative leadership and require accountability from all people in the school.

In addition to serving as the educational leader of the school, the Principal is responsible for planning, budgeting, facilities management, scheduling staff development, and supervision and evaluation of staff. The Principal prepares annual budget and asks the Board of Directors for approval. One of the Principal's responsibilities is also doing all the necessary paper works for hiring and firing and asking the Board of Directors approval.

The Principal is responsible for running the school efficiently and, at the same time, advancing the ideals of the school.

The Principal serves as a nonvoting ex-officio member of the Board of Directors. The Principal will establish and maintain regular communication with local boards of education, superintendents, and county administrators.

The Principal will submit to the Board each year a report containing aggregate statistics of the performance of every grade on state-mandated tests and on other major assessments specified by the ISA curriculum. These data will not identify individual students, but they will include statistical comparisons to indicate whether students collectively are benefiting from the instruction in each grade

Ultimately, the Principal is responsible for knowing each student on a personal basis and maintaining positive relationships with parents/sponsors. The Principal should be organized, flexible, creative, and accessible.

Assistant Principal 1

Qualification: Experience in education and administration • strong organization and interpersonal skills • excellent communication skills • shared vision to ISA' mission.

Responsibilities: Assistant Principal will be responsible for • reviewing curriculum to ensure compliance the mission of the school • ensuring all classes are covered by appropriate staff and arrange for substitute teachers as needed • ensuring branch groups are working efficiently • overseeing after school programs • student service • class scheduling • student assessment and academic accountability • guiding students for taking classes • ensuring necessary educational materials.

Assistant Principal 2

Qualification: Experience in education and administration • strong organization and interpersonal skills • excellent communication skills • shared vision to ISA' mission

Responsibilities: Assistant Principal will be responsible for transportation, health, discipline, attendance, business services, cleaning, security and food service.

Teachers

Qualifications: teaching experience • demonstrated ability to work with multi-age groupings • experience in education, child-directed learning, project-based learning and/or portfolio assessment • special-education experience

Responsibilities: To implement the mission and education program of the Charter School in a safe, peaceful, stimulating and aesthetically pleasing classroom environment. To develop in conjunction with other staff and community members the school's civic institutions. To work collaboratively with staff members to develop curriculum.

To develop long- and short-term learning goals that will comprise each of their student's Personal Education Plans. To develop and maintain each student's portfolio. To conduct regular individual and group meetings with parents/sponsors to discuss student progress and community issues. To participate in daily planning, evaluation and collaborative meetings with co-workers. To undertake regular professional development.

Teaching Assistants

Qualifications: • College graduate with demonstrated ability to interact constructively with children • demonstrated ability to work with multi-age groupings • ability to help facilitate interaction with the school-wide community as well as the outside community.

Responsibilities: Primary responsibility is to help conduct a safe, peaceful, and stimulating classroom environment.

Work collaboratively with supervising teacher. Take charge of certain activities as recommended. Take charge of the domestic activities of the classroom, and assist students in meaningful ways. Fulfill lunchtime, recess and dismissal duties.

Nurse

Qualifications: College graduate with Bs.N. degree • experienced • resident of Indianapolis

Responsibilities: The school nurse is responsible for maintenance of student health records, vision and hearing screenings, notification of local or county officials of any improperly immunized students.

Experts from the community and educational institutions

ISA will enlist professionals, experts and specialists such as tutor's related service

Hiring Standards And Criteria

ISA believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school administration to locate

and recruit the best-qualified candidates to meet the school's educational needs. Candidates may include persons qualified to pursue the alternate method of certification.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's educational goals. Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

The ISA teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The Administration of the school will be responsible for advertising available jobs and soliciting applications from qualified candidates. A search committee of Administrators, teachers and parents (and, when appropriate, outside experts) will screen all applicants and make recommendations from the candidate pool and possibly interview a small subset of candidates.

The Administration will recommend to the ISA Board one or more candidates for hiring. The Administration shall nominate only candidates who meet the qualifications required by law or are eligible to meet such qualifications. It is the Administration's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.

ISA is committed to hire the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. ISA will adhere to relevant Indiana laws in its hiring practices.

By a majority of votes, the Board shall approve employment and the initial salary. The figure for the initial salary will depend on the academic degrees of the employee and on his/her previous professional experience.

Hiring Process

The hiring process has been divided into two distinct yet overlapping committees with the separate goals of recruiting qualified applicants and interviewing and hiring applicants.

Employment Contracts

The terms of employment for teaching, administrative, and support staff of ISA will be determined by contracts negotiated within the parameters of relevant Indiana statutes. ISA faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated to provide services during the ISA academic year, in-service days, or during the entire year depending upon their role in the school. The agreement affirms that any materials created by staff

members for use by ISA, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

Staff training

ISA is committed to the personalized professional growth of each staff member. Each staff member will develop a professional growth plan that will be facilitated by the lead and master teachers and the Principal. Most coordinated staff development activities will be directed at the team or house level and will reflect the agreed upon needs of the teachers involved. High levels of selection, participation, involvement, and follow-through are expected. Staff development activities and models that have been proven effective in fostering growth and which benefit students will be enthusiastically supported.

Salaries

The salary scale of initial hiring process will be developed by the Board in the course of the initial estimates for budgeting purposes of the salaries that will be paid are as follows:

POSITION	SALARY
Principal	\$45,000 - \$55,000/12 months
Assistant Principal	\$38,000 - \$42,000/10 months
Full-time teacher	\$28,000 - \$38,000/10 months
Half-time teacher	\$12,000 - \$16,000/10 months
Full-time aide	\$14,000/10 months
Part-time aide	\$7,000/10 months
Full-time secretary	\$16,000 - \$26,000/12 months

Teachers and staff will also have health insurance, retirement benefits and liability insurance.

Work Schedules

ISA considers a full-time staff member's job to be 40-plus hours per week. This position is on a ten-month or twelve-month basis. The work schedule will be from 8:00 am to 4:10 p.m. When the school is in operation, there may need to be regular vacation, evening and weekend meetings and classes to meet the schedules of our parents and students.

Recruitment

The recruitment committee will be composed of as many interested individuals from the membership as needed in order to design and administer a thorough, standardized, and well-publicized process to recruit qualified applicants. All applicants will be asked to submit a cover letter that states their qualifications and education philosophy, as well as a resume and names of three references.

The recruitment committee as a whole will select from the pool of respondents a list of candidates who meet our minimum requirements. The recruitment committee may also recruit specific individuals who come to their attention and who possess experience or expertise considered especially valuable to the school.

Interview

The interview committee will be composed of the Principal, some members of the Board of Directors and some additional members of the recruitment committee.

The interview committee will call candidates and arrange for a first interview. Each candidate will be sent a copy of the Community School Application. The first interview will consist of conversation and question and answer exchange. General provisions of all contracts and benefits will be provided to the candidates. The interview committee will use an interview score sheet for each candidate and follow a preset question format to ensure a standardized and fair process.

A second interview will consist of a teaching demonstration. The interview committee will arrange for a group of children to be prepared for and available for the demonstration.

The interview committee will provide their top choice to the Board of Directors for approval at a meeting. The full interim Board of Directors must approve and then offer a contract to the final candidate(s).

Evaluation of Teaching Staff

The nature of ISA will permit teacher evaluation to be both informal and formal. Because family/school interaction is central to the mission of our school, informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interactions among children, teachers, the Principal, and parents. The degree to which teachers are able to work compatibly with other staff, students, parents, the Principal, and school volunteers in the development and implementation of students' goals and in the resolution of conflicts which arise during the academic year will be a central factor in their evaluation.

Formal evaluation is overseen by the Principal (who reports back to the Board of Directors) will be conducted twice a year. The Principal will spend at least half of the school day with the teacher and class as a participant-observer. Both teacher and Principal will write a brief summary of the observation period noting learning goals, activities, strengths, and a reflection on which teacher actions/attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and Principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation.

We believe teachers must be able to use information from student assessment as feedback on the effectiveness of particular instructional units or approaches. Both student and teacher assessments must serve as mirrors of each other for both parties to gain useful information from both evaluations. Thus, part of the formal teacher evaluation will include a summary of student performance, a review of teaching methods, the identification of areas of curricular strength and weakness, and identification of staff development needs.

The Principal in near end of the school year will write a final summative evaluation. This will include information about the teacher's readiness and ability to utilize feedback from previous evaluations to improve student learning. It will also include a self-evaluation written by the teacher. Finally, both parents and students will have the opportunity to give feedback via separate Parent and Student Feedback Questionnaires designed to assess information about teaching methods, teacher accessibility and responsiveness to parent and/or student concerns, etc. The student questionnaires will be tailored to the

developmental level of children, and for young children, will be administered via a structured interview with a school volunteer.

Discipline

Everyday, after classes, we will have meeting with teachers in order to make an evaluation of the day. Every department, such as math, science, etc. will have a chairperson and principal and the chairperson of the department will join teachers' classes once every two weeks in order to inspect them. Every department will have a branch group and they will meet weekly. By this way, teachers will be inspected and the quality of education in the school will be improved.

Dismissal

Upon selecting candidates for hiring, the Hiring Committee will present their recommendations to the Board of Directors for approval. The Board will offer the approved candidate an employment contract.

A majority vote of the Board shall be required to terminate the employment of any ISA faculty or staff member. All employment contracts are contingent upon the termination of ISA contract.

Financial Management

The Treasurer under the control of the Board will manage the school's finances. It is preferable that he/she possesses a minimum of a Bachelor of Business Administration in accounting with 3 years of work experience. Among the tasks of the treasurer are:

- Advise, inform, and recommend to the board on fiscal matters and appropriate financial ramifications of educational decisions.
- Develop budgets, financial analyses and long term projections in coordination with the principal.
- Assist administrators in development of site budgets.
- Coordinate the employee fringe benefit program.
- Maintain all accounting functions and internal controls (payroll and payables).
- Perform all other statutory responsibilities.

Facility

Facility for the ISA has not been selected yet. The Crossroads Educational Services, Inc. will perform a rigorous facility search with leading real estate agencies. Our goal is to find a facility with approximately 25,000 square feet of usable space. It is preferable if the facility to have a gymnasium. Potential school facility must have a cafeteria, library, at least three labs (physics, biology, computer), network wiring so that each classroom could have a computer and Internet connection. There must be at least 12 offices including the nurse and the security. There must be approximately 20 classrooms. The building should be handicapped accessible and must have separate restrooms for boys and girls.

Transportation

To solve transportation problems, we will contact the district and private certified transportation companies and we will contract with one of them to provide busing and bus tokens. We will also depend on the parents and advise car-pooling.

Risk Management

The ISA shall indemnify and save and hold the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring in connection with the operation of the charter school from conduct committed by the charter school or by its employees, officers, directors, sub-contractors, or agents, during the term of this charter or ant renewal thereof. Upon timely written notice from the Indianapolis Charter Schools Board, the charter school shall defend the Indianapolis Charter Schools Board in any such action or proceedings brought thereon.

The ISA shall indemnify and save and hold the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees, for injury to property or persons, occurring or allegedly occurring or arising out of environmental conditions at ISA, unless such conditions were created by substances brought onto the sight by the Indianapolis Charter Schools Board.

ISA shall, at its own expense purchase and maintain insurance covering all of its operations. Said insurance shall include but not be limited to workers compensation the limits of which shall be in compliance with state law, employers liability insurance to cover bodily injury by accident and bodily injury by disease for each employee, comprehensive general liability insurance. This coverage shall cover the use of all equipment, hoists and vehicles on the premises not covered by automobile liability.

Since the facility has not been selected, a written estimate from an insurance agent is not provided. However, ISA contacted Amer Insurance in Akron, Ohio and received an approximate range for the recommended coverage amounts in the application guidelines. Depending on the location and size of the facility, the insurance cost for the recommended coverage would range between \$13,000 and \$20,000 per year. ISA's integrated curriculum, serious management, detailed policies and guidelines, careful selection of administrators and staff members will minimize the liability of the charter school.

Timeline

TIME	TASK
Dec 01	Receive charter
Dec 01-March 02	Lease facility (Turgay Faki) Facility preparation (Turgay Faki) Personnel hiring (Vedat Akgun, Ali Korkmaz) School advertisement (Kevin Miller, Osman Arslan) Community relations (Vedat Akgun, Travis Ryan) Student registration (Travis Ryan, Osman Arslan)
Apr 02-Jun 02	School advertisement (Kevin Miller, Osman Arslan) Student registration (Travis Ryan, Osman Arslan) Administrators, teacher and staff orientation (Vedat Akgun) Provide equipment, supplies, school needs (Turgay Faki) Determine transportation solutions (Vedat Akgun) Contract food and other services (Turgay Faki)
Jul 02-Aug 02	Finalize facility preparations (Turgay Faki) Finalize curriculum and school plan (Vedat Akgun) Finalize transportation plan (Vedat Akgun) Student and parent orientation (Vedat Akgun)
Aug 02-Sep 02	Start school

GOALS

Summary of few most important goals and associated measures in relation to the academic performance, organizational viability and school-specific objectives is given below:

Academic Performance

ISA shall meet all the requirements of the Indianapolis Board of Education as well as the following.

- 75% or greater pass rate on each 6th grade proficiency test administered at the 6th grade (sixth grade students who score 5.5 or above in reading and math in the Iowa Test of Basic Skills (ITBS)).
- 85% or greater pass rate on each 8th grade proficiency test administered at the 8th grade (eight grade students who score 7.7 or above in reading and math on the ITBS).
- 60% or greater pass rate on each 12th grade proficiency test.
- 97% or greater attendance rate.
- 97% or greater graduation rate.
- 3% or less dropout rate.

Organizational Viability

The school shall be a viable organization in terms of resources, enrollment and parent participation.

Expectations: • The school will add a grade each year, meet enrollment projections and maintain a waiting list. • 70% of parents will be involved in some kind of parent activity. • 75% parent satisfaction.

Strategies: • The school will hold parent meetings in order to establish and come to consensus on parents' expectations for student achievement. • New and additional parent activities will be added each year, based on the interests of parents.

Progress Indicators: • Annual 10% increase in applications by students and teachers; annual increase or status quo in waiting list. • Annual 10 percent increase in number of parents taking part in parent activities.

Measurement Tools: • Parent and teacher surveys, teacher applications number of students on waiting list. • Parent satisfaction survey.

School-Specific Objectives

1. Positive feedback from the community, students and parents regarding the ability of incorporating an integrated curricula, which is organized around global themes to ensure that each student will acquire and apply core concepts and principles from math, science, technology, social studies, language arts, communication, creative arts, vocational, and practical living skills to situations similar to what they will experience in life.
2. Progress in making each student gain an understanding of his/her individual learning style and multiple intelligence, and will develop strategies to adapt these to different situations/tasks. Observing each student developing life-long learning skills including self-assessment, goal-setting, critical thinking, information processing, problem solving, effective communication, collaboration and cooperation, self-discipline, and creative expression.
3. Realization from the parents and the students of the importance of youths having a sense of purpose, belonging, and to foster an understanding of the influence these factors can play in the growth and development of these students.

SUMMARY OF STRENGTHS

ISA provides a real choice among education opportunities for students, parents, and teachers. The availability of choice is an important element in educational accountability that promotes higher standards throughout the system. The accountability that choice encourages will also help maintain strong public support for public education as a whole.

ISA has a science-oriented curriculum; programs will concentrate more on an experimental, hands-on approach to their current definition of science while increasing the abstract knowledge of science. Science curriculum of ISA includes advanced courses in each grade for talented, gifted students and those who want to study for Science Olympiads, one of the biggest goals in ISA. Students will monitor the latest scientific news in our world at ISA via science and technology clubs. We will require every student to take three years of science, not just two and involve all students in an annual School-Wide Science Fair, which in turn prepares many for outside competitions, held locally and statewide.

Math curriculum is also one of the most focused curriculum in ISA. By focusing on the 'why' behind the algorithmic procedures, we are preparing students for further study of mathematics as well as the quantitative literacy of daily life. There is a great range of advanced courses for those who have talent of math and encouraged studying for international and national Olympiads.

ISA also has a very diverse and dedicated group of individuals from different backgrounds and experiences. They have the ability and resources to manage the school so that the unique curriculum approach outlined in this proposal can be successfully implemented. They have past experiences in education and have access to all possible grant resources as far as the financial strength is concerned.